



Article Info/Makale Bilgisi

Referees/Hakemler: Yrd. Doç. Dr. Berat AHİ – Yrd. Doç. Dr. Şükran KILIÇ

This article was checked by iThenticate.

AN ANALYSIS OF CHILDREN'S BEHAVIORAL PROBLEMS IN THE CONTEXT OF SOCIAL SKILLS AND TEACHER CHILD RELATIONSHIPS

*H. Gözde ERTÜRK KARA**

ABSTRACT

Aim of this study is to examine the factors that affect children's behavioral problems and present the relationships between children's behavioral problems, social skills and teacher child relationship. Relational screening model was preferred for this study. Study group consisted of 53, 36-48 months of age children who studied at early childhood education centers in Kayseri in 2015-2016 education year. Convenient sampling method was preferred to choose the participants. Personal Information Form, Student Teacher Relationship Scale, Preschool Behavior Questionnaire and Preschool Social Skills Assessment Scale were used to collect the data. Descriptive analyses, t test, ANOVA, Pearson correlation analyses and standard multiple linear regression analyses were preferred to analyses the data. Results of the study showed that children had low behavioral problems. Boys had more behavioral problems regarding being inattentive-hyperactive than girls had. Children's whose mothers and fathers had low education level, had more behavior problems regarding aggressiveness. Number of siblings, family income and teachers experience had no significant effect on children's behavioral problems. It was seen that behavioral problems, social skills and teacher child relationships have a relationship significantly. It was presented that conflict between teacher and children and social skills have together a predictor of children's behavioral problems.

STRUCTURED ABSTRACT

The purpose of the study is to determine the factors affecting the children's behavioral problems and to reveal the connection between these problems and the teacher-child relationship and social skills. It employed the relational screening model. The study group consisted of

* Yrd. Doç. Dr. Aksaray Üniversitesi, Eğitim Fakültesi, Okul Öncesi Eğitimi Anabilim Dalı, El-mek: gozdeerturk@akstaray.edu.tr

53 children aged 36-48 months attending a pre-school institution in the city of Kayseri in 2015-2016 school year. In the selection of the study group, the convenience sampling method was used. In order to elicit the children's demographic information, the Personal Information Form developed by the researchers; to elicit their relationship with their teachers, the Student-Teacher Relationship Scale; to determine their behavioral problems, the Pre-school Behavioral Questionnaire; to evaluate their social skills, the Pre-school Social Skills Assessment Scale were employed in the study. It was found that the children's scores obtained for their behavioral problems are considerably low. It is believed that the reason for the low level of behavioral problems among the children is their small age. The findings also revealed that the boys' behavioral problems related to being hyperactive and inattentive are more than those of girls. This might be because the different attitudes taken in our culture towards the upbringing of boys and girls in that negative behaviors of boys are tolerated more and girls are encouraged to be quieter. When the findings related to the effect of the mother and father's education status on children's behavioral problems were examined, it was found that with decreasing level of education, behavioral problems related to aggressiveness increase. This might be because parents with high level of education behave more consciously about the development and education of their children and keep them away from violent games, TV programs, toys etc. Findings related to the effect of the number of siblings, family income and professional experience of the teacher on the behavioral problems of children revealed no significant effect. Research has shown that behavioral problems of the eldest child are more than those of the youngest child. This might be because with the participation of new children to the family, first children might feel lack of interest and jealous of their younger siblings. When the state of the teachers' participating in social skills development and problematic behavior prevention trainings was examined, it was found that high majority of them did not participate. In the current study, it was found that there is a significant correlation between behavioral problems and teacher-student relationship. In this connection, it was revealed that with increasing level of conflict between children and their teachers, the children's behavioral problems related to aggressiveness and hyperactivity-inattentiveness also increase. This might be because of the age group of the participating children of the current study as it is reported in the literature that the period of 36-48 months is the period in which "obstinacy" behavior is most frequently exhibited by children. Strong correlations were found between the children's behavioral problems and social skills. For instance; when the children's initial skills (greeting, introducing oneself, thanking etc.) increase, their behavioral problems related to being anxious-weepy and behavioral problems total score decrease. It was also determined that with the children's increasing friendship skills, their behavioral problems related to being aggressive and hyperactive and behavioral problems total score decrease. Moreover, it was found that with increasing academic support skills, their behavioral problem total score decreases. When the children's emotion control skills increase, their behavioral problems related to being aggressive and hyperactive-inattentive and behavioral problems total score decrease. As a result of the research, it was found that the social

skills and the conflict sub-dimension of teacher-child relationship together are an important predictor of behavioral problems. This finding is thought to offer guidance in the elimination of children's behavioral problems in that this finding can be seen as a proof that when adults establish positive and trust-based relationships with children avoiding conflicts and struggles with them and provide opportunities for children to develop their social skills, children's behavioral problems will decrease. Detection of the factors affecting behavioral problems is believed to be important in terms of preventing behavioral problems before they occur or intervening with them when they occur. In light of the findings of the study, it can be suggested that teachers should participate in professional development trainings and conferences, learn about related issues via printed and visual resources and work in cooperation with the field experts in universities they graduated from so that they can be more successful in preventing conflicts in the class and fostering social skills of children.

Keywords: early childhood education, behavioral problems, teacher child relationship, social skills.

ÇOCUKLARIN DAVRANIŞ SORUNLARININ SOSYAL BECERİLERİ VE ÖĞRETMENLERİYLE KURDUKLARI İLİŞKİ BAĞLAMINDA İNCELENMESİ

ÖZET

Bu araştırmada, çocukların davranış sorunlarına etki eden faktörlerin belirlenmesi ve ilişkili olduğu düşünülen öğretmen çocuk ilişkisi ve sosyal beceriler ile aralarındaki bağın ortaya konması amaçlanmıştır. Araştırmada ilişkisel tarama modeli kullanılmıştır. Araştırmanın çalışma grubunu Kayseri ilinde 2015-2016 eğitim öğretim yılında okul öncesi eğitim kurumuna devam eden 36-48 aylık 53 çocuk oluşturmaktadır. Çalışma grubunun belirlenmesinde kolay ulaşılabilir örneklemeye yöntemi kullanılmıştır. Veriler, Kişisel Bilgi Formu, Öğrenci Öğretmen İlişki Ölçeği, Okul Öncesi Davranış Sorunları Tarama Ölçeği ve Okul Öncesi Sosyal Beceri Değerlendirme Ölçeği kullanılarak toplanmıştır. Veriler üzerinde betimsel analiz, t testi, tek yönlü varyans analizi, pearson korelasyon analizi ve standart çoklu doğrusal regresyon analizi gerçekleştirilmiştir. Araştırma sonucunda, çalışma grubunda yer alan çocukların davranış sorunlarına ilişkin puanlarının oldukça düşük olduğu görülmüştür. Erkek çocukların aşırı hareketli ve dikkatsiz olmaya ilişkin davranış sorunlarının kız çocuklara kıyasla daha fazla olduğu belirlenmiştir. Anne ve baba öğrenim durumu düştükçe çocukların kavgacı saldırgan olmaya ilişkin davranış sorunlarının arttığı görülmüştür. Kardeş sayısı, aile geliri ve öğretmenin mesleki deneyiminin çocukların davranış sorunları üzerindeki etkisine ilişkin bulgular, anlamlı bir etkinin söz konusu olmadığını göstermiştir. Davranış sorunları ile öğretmen çocuk arasındaki ilişki arasında ve davranış sorunları ile sosyal beceriler arasında anlamlı bir ilişki olduğu tespit edilmiştir. Sosyal beceriler ve öğretmen çocuk ilişkisi alt boyutlarından

çatışmanın birlikte davranış sorunlarının anlamlı bir yordayıcısı olduğu ortaya konmuştur.

Anahtar Kelimeler: okul öncesi eğitim, davranış sorunları, öğretmen çocuk ilişkisi, sosyal beceriler.

Introduction

It is possible to define behavioral problems in general as compliance problems in individuals' behaviors that can be observed and measured (Güven, 2013). According to developmental psychologists, certain criteria must be considered in order to be able to decide that there is a problem in behavior, such as compliance with the age, frequency, continuity and sexual role expectations. There are certain behaviors that individuals show as age-specific in the development process. For example, a two-year old shows stubborn behaviors and tendency not to obey. In terms of frequency, when the state of anger and nastiness considered to be quite normal for a child aged at 5 years old is displayed in such a way as to harm others, it can be taken as an indication that the behavior is turning to a problem. In terms of the criterion of continuity, the incompliant behavior should be displayed for a long time and in a persistent manner. For the criterion of sexual role expectations, the example can be a girl exhibiting aggressive behaviors like boys; thus, the behaviors of this girl are seen to be deviating from the normal (Kanlıkılıçer, 2005). According to Aylık (2004), the support of the family is very important for the child to cope with the natural difficulties faced during the development process. When the child does not receive adequate and proper support when faced with these difficulties, he/she develops various emotional and behavioral problems in response (cited in Hassoy and Çakıcı, 2012). According to Halpern (2004), behavioral problems in children are manifested in two types; inward reflected problems such as concern, anxiety, attention deficit, and outward reflected problems such as aggression and hyperactivity. Vanderbleek (2004) lists the behavioral problems seen in children as: wetting and fecal soiling, psychologically-originated stuttering, finger sucking, nail eating, fears, eating disorders and anorexia, sleep disturbances, masturbation, introversion, hyperactivity, stealing, lying, aggression, hair plucking, sleepwalking, addiction and excessive stubbornness.

It has been revealed that behavioral problems emerging in preschool period have many negative effects such as school failure, conflict with teachers / peers, bullying in later periods (Diener et al., 2003; Campell, 1997; DiLalla, Marcus and Wright-Phillips, 2004). In this period, the ability to conduct behavior in children is developing; the child can internalize behaviors such as adhering to rules, taking responsibility, following directions, ending work, and being patient. In addition, pleasure suspension, impulse control and conscience emerge, so that children can suppress their behaviors, cope with their negative emotions, and be able to adapt socially (Smith-Donald et al., 2007; Kochanska, 1997). Of course, the quality of pre-school education taken at this stage is of utmost importance in the acquisition and development of all these skills. Many studies show that children at risk (mother's depression status, father's alcohol addiction, poverty) are more likely to exhibit behavioral problems (Kılıç and Şener, 2005; Abalı et al., 2006; Kızıldağ and Şendil, 2006). One of the basic principles of pre-school education in our country is providing equality of opportunities among children (Milli Eğitim Bakanlığı, 2013). According to Weiss, Maciolek and Reio (2001), qualified pre-school education has the potential to strengthen social cohesion, lower anxiety level, and prevent many behavioral problems of disadvantaged children before they occur. One of the basic components of qualified pre-school education is the teacher (Mashburn and Pianta, 2010; Kılıç, 2015). It is believed that teachers who are able to create warm, receptive, trusting and supporting environments in which positive interactions are established with children, conflicts are

avoided and feelings can be expressed comfortably will enable children; with developed self-control, to establish positive social relations in the classroom. This belief is supported by research findings (Yüksek Usta, 2014; Hamre and Pianta, 2001; Stuhlman and Pianta, 2002). The purpose of the current study is to determine the factors affecting the children's behavioral problems and to reveal the connection between these problems and the teacher-child relationship and social skills. Revealing the factors concerning the relationship between child, family and teacher underlying behavioral problems and their relationship with social skills and phenomena such as the child-teacher relationship is believed to contribute to the literature in terms of preventing behavioral problems before they occur or intervening with them when they occur. Within the scope of this general aim, the research questions addressed in the current study are as follows:

- 1) What are the behavioral problem scores of the children aged at 36-48 months old?
- 2) Do the variables of gender, the number of siblings, the birth order, the mother's education status, the father's education status, professional experience of the teacher, the state of being involved in social skill training and the state of being involved in the training of preventing problematic behavior have significant effect on children's behavioral problems?
- 3) Is there a significant correlation between children's behavioral problems and the relationship they establish with their teachers?
- 4) Is there a significant correlation between children's behavioral problems and social skills?
- 5) Are children's social skills and the relationship they establish with their teachers together a significant predictor of their behavioral problems?

Method

The current study employed the relational screening model. This model aims to reveal the correlation between two or more variables and to yield evidence related to cause and effect (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, Demirel, 2008).

Study Group

The study group of the current research consisted of 53 children aged 36-48 months attending a pre-school institution in the city of Kayseri in 2015-2016 school year. In the selection of the study group, the convenience sampling method was used. The criteria of convenience taken into consideration in the study are being easily accessible, teachers' willingness to cooperate and support of the school administration. In Table 1, demographic information of the participating children, their families and teachers is presented.

Table 1. Demographic information regarding children, parents and teachers in study group

Demographic information	f	%
Children		
Gender		
Girl	28	52.8
Boy	25	47.8
Number of siblings		
Less than 2	16	30.8
2 and more	36	69.2
Order of birth		
Only child	15	29.3
The youngest	22	41.5
The eldest	15	28.8

Parents		
Mother Education Status		
Elementary	10	18.9
High School	17	32.1
University	26	49.1
Father Education Status		
Elementary	9	16.7
High School	13	27.1
University	27	56.3
Monthly Family Income		
500-1000 TL	2	3,8
1000-1500 TL	5	9,4
1500-2000 TL	8	15,1
2000-2500 TL	7	13,2
2500-3000 TL	4	7,5
3000-3500 TL	5	9,4
3500 TL and more	17	32,1
Teachers		
Professional experience of the teacher		
0-10 years	29	59.2
10 year and more	20	40.8
The state of being involved in social skill training		
Yes	7	13.2
No	46	86.8
The state of being involved in the training of preventing problematic behavior		
Yes	5	9.4
No	48	90.6
Total	53	100

As can be seen in Table 1; 28 of the children are girls and 25 are boys. 27 are first child, 16 are second child, 9 are third child. Of the children, 49% of their mothers are university graduates, 32% of their mothers are high school graduates and 19% of their mothers are elementary school graduates and 56% of their fathers are university graduates, 27% of their fathers are high school graduates and 17% of their fathers are elementary school graduates. The monthly family income of 32% of the children is 3500 TL or more. Of their teachers, 60% have 0-10 years of teaching experiences. High majority of the teachers have not participated in social skills training (87%) or behavioral problem prevention training (91%).

Data Collection Tools

In order to elicit the children's demographic information, the Personal Information Form developed by the researchers; to elicit their relationship with their teachers, the Student-Teacher Relationship Scale; to determine their behavioral problems, the Pre-school Behavioral Questionnaire; to evaluate their social skills, the Pre-school Social Skills Assessment Scale were employed in the study.

Personal Information Form: It includes questions about the gender of the children, the mothers' education status, the fathers' education status, the number of siblings, the birth order, the income of the family, professional experience of teachers and the state of being involved in social skills and problematic behavior prevention trainings.

Student-Teacher Relationship Scale: Student-Teacher Relationship Scale developed by Pianta (2001) and adapted to Turkish by Şahin (2014) is comprised of three sub-dimensions, which are conflict, closeness and dependency and of 28 five-point Likert type items. The scale is used by the teacher to describe the relationship he/she has established with each child. The items in the conflict sub-dimension include the child's behaviors negatively perceived by the teacher, his/her negative interactions at the emotional dimension, and the inability to manage his/her behaviors effectively. The dependency sub-dimension identifies how much the teacher sees the child as dependent on him/her. The items in the closeness sub-dimension determines the extent to which the teacher is interested in and responsive to the child and the extent to which the teacher is in positive emotional interactions with the child. A high score taken from this scale indicates that there is a low level of conflict and dependence between the child and the teacher and that in general there is a positive relationship including closeness. The lowest total score to be taken from the scale is 28 and the highest total score to be taken is 140. The reliability of the scale is .86. The Cronbach alpha reliability coefficient of the data collected in the current study was calculated to be .79.

Pre-school Behavior Questionnaire: The Pre-school Behavior Questionnaire developed by Behar (1979) and adapted to Turkish by Kanlıkılıçer (2005) consists of three sub-dimensions, which are aggressiveness, anxious-weepy and inattentive-hyperactive and of a total of 32 items. The aggressive sub-dimension includes items to evaluate characteristics related to bullying, aggressiveness and selfishness; the anxious-weepy sub-dimension includes items to evaluate the child's state of being anxious and weepy and comprehensibility disorders (speech disorder, habit spasms etc.); the inattentive-hyperactive sub-dimension includes items to evaluate calmness, inattentiveness and ability to control behaviors. The Cronbach alpha reliability coefficient of the scale is .92. The reliability coefficient calculated on the data of the current study was found to be .71.

Pre-school Social Skills Assessment Scale- Teacher Form: The scale was developed by Ömeroğlu, Büyüköztürk, Aydoğan, Çakan, Kılıç Çakmak et al. (2014). It has four sub-dimensions, which are initial skills, friendship skills, academic support skills and emotion control skills and 49 items. Initial skills refer to the basic skills laying the ground for the acquisition of other social skills. Academic support skills are the skills to support students' academic development and adaptation to elementary school. Friendship skills are the skills to develop children's positive peer interaction. Emotion control skills are the skills needed by children to recognize and control their emotions (happiness, sadness, anger etc.). If a child's skills are lower than 25% (0-45 points), it means his/her social skills highly lag behind the skills of his/her peers; if they are higher than 25% and lower than 50% (46-50 points) then it means that his/her development is slower than his/her peers and he/she should be watched; if they are higher than 50% and lower than 75% (51-54 points) then it means he/she is a bit slower and should be provided with extra educational opportunities and if they are 75% or over (55 and higher scores) then it means his/her social skills are at the expected level and adequate. The Cronbach alpha reliability coefficient of the scale is .96 and it was found to be .92 for the current study.

Data Analysis

The data collected in the current study were analyzed by using SPSS 24 program package. It was seen that normality values are between -1 and +1. So parametric tests were run to analyses the data (Mertler and Vannatta, 2005). In the descriptive statistics of the scores taken from the Pre-school Behavior Questionnaire, t-test and one-way variance analysis (ANOVA) were run to analyze the effect of the independent variables on children's behavioral problems; Pearson correlation was used to analyze the relationships between behavioral problems and teacher-child relationships and behavioral problems and social skills; standard multi-directional regression analysis was employed to reveal how much teacher-child relationship and social skills together predict behavioral problems.

Findings

Findings regarding 36-48 month of age children's behavioral problems

Mean, standard deviation, lowest and highest scores of 36-48 months of age children's behavioral problems were presented in Table 2.

Table 2. Mean, standard deviation, lowest and highest scores of Preschool Behavior Questionnaires

	N	Lowest	Highest	Mean	Standard deviation
Aggressiveness	53	0	9	1,48	2,060
Anxious – Weepy	53	0	5	1,09	1,254
Inattentive-hyperactive	53	0	5	1,16	1,321
Total	53	0	12	3,72	2,872

The maximum scores of Preschool Behavior Questionnaire are respectively; 64 for total, 24 for Aggressiveness, 28 for Anxious – Weepy and 8 for Inattentive-hyperactive sub dimensions. When mean scores of children are examined, it is seen that children who participated this study have very few behavioral problems.

Findings regarding independent variables effect on children's behavioral problems

In this part, analysis results regarding independent variables' (gender, mother education status, father education status, number of siblings, order of birth, family income, teachers' professional experience, the state of being involved in social skill training and The state of being involved in the training of preventing problematic behavior) effect on behavioral problems were presented. Table 3 presents t test results regarding gender's effect on children's behavioral problems.

Table 3. Genders' effect on children's Preschool Behavior Questionnaire scores

	Gender	N	Mean	Standard deviation	t	p
Aggressiveness	Girl	28	1,179	1,8268	-1,126	,266
	Boy	25	1,815	2,2847		
Anxious – Weepy	Girl	28	1,250	1,4305	1,007	,319
	Boy	25	,903	1,0180		
Inattentive-hyperactive	Girl	28	,714	1,3840	-2,741	,008
	Boy	25	1,654	1,0677		
	Girl	28	3,14	2,990		
Total	Boy	25	4,37	2,642		,121

p<.05

When Table 3 is examined, it is seen that there is a significant difference between Inattentive-hyperactive sub dimension scores according to gender ($t (51) = -2,741$; $p < .05$). In this case, it can be said that boys have more behavioral problems regarding being inattentive-hyperactive than girls have.

Table 4 and 5 shows ANOVA results regarding mother and father education status' effect on children's behavioral problems.

Table 4. Mothers' education status' effect on children's Preschool Behavior Questionnaire scores

		Sum of squares	df	Mean Square	F	P	Significant difference
Aggressiveness	Between groups	27,035	2	13,518	3,489	,038	Elementary school and high school Elementary school and university
	Within group	193,698	50	3,874			
	Total	220,733	52				
Anxious Weepy	Between groups	,715	2	,358	,221	,803	-
	Within group	80,998	50	1,620			
	Total	81,713	52				
Inattentive-hyperactive	Between groups	1,975	2	,987	,556	,577	-
	Within group	88,751	50	1,775			
	Total	90,726	52				
Total	Between groups	35,675	2	17,837	,503	,114	-
	Within group	393,265	50	7,865			
	Total	428,940	52				

It is seen that mother education status has only a significant effect on children's aggressiveness sub dimension scores in Table 4 ($F_{(2, 50)} = 3,489$; $p<.05$). LSD test result were examined to see in which group there was a significant difference. According to the results, children whose mothers graduated from elementary school ($\bar{x}=2,958$) had higher aggressiveness mean scores than children whose mothers graduated from high school ($\bar{x}=1,176$) and university ($\bar{x}=1,107$).

Table 5. Fathers' education status' effect on children's Preschool Behavior Questionnaire scores

		Sum of squares	df	Mean square	F	P	Significant difference
Aggressiveness	Between groups	32,033	2	16,017	4,019	,025	Elementary school and high school Elementary school and university
	Within group	179,356	45	3,986			
	Total	211,389	47				
Anxious- Weepy	Between groups	2,255	2	1,127	,662	,521	-
	Within group	76,587	45	1,702			
	Total	78,842	47				
Inattentive-hyperactive	Between groups	5,256	2	2,628	1,504	,233	-
	Within group	78,660	45	1,748			
	Total	83,916	47				
Total	Between groups	60,640	2	30,320	4,013	,025	Elementary school and high school Elementary school and university
	Within group	339,994	45	7,555			
	Total	400,634	47				

Table 5 shows that father education status has a significant effect on children's total ($F_{(2,47)} = 4.013$, $p < .05$) and aggressiveness sub dimension scores ($F_{(2,47)} = 4.019$, $p < .05$). LSD test result were examined to see in which group there was a significant difference. According to the results, children whose fathers graduated from elementary school ($\bar{x} = 3,349$) had higher aggressiveness mean scores than children whose fathers graduated from high school ($\bar{x} = 968$) and university ($\bar{x} = 1,296$). Children whose fathers graduated from elementary school ($\bar{x} = 6.260$) had higher total scores than children whose fathers graduated from high school ($\bar{x} = 3.01$) and university ($\bar{x} = 3.41$).

Table 6 presents t Test analyses results regarding number of siblings' effect on children's behavioral problems.

Table 6. Number of siblings' effect on children's Preschool Behavior Questionnaire scores

	Number of siblings	N	Mean	Standard deviation	t	p
Aggressiveness	Less than 2	16	2,10	2,064	1,427	,160
	2 and more	36	1,22	2,056		
Anxious- Weepy	Less than 2	16	,96	1,185	-,478	,635
	2 and more	36	1,14	1,312		
Inattentive- hyperactive	Less than 2	16	1,45	1,259	,988	,328
	2 and more	36	1,06	1,351		
Total	Less than 2	16	4,51	2,850	1,266	,212
	2 and more	36	3,42	2,883		

When Table 6 is examined, it is seen that number of siblings had no significant effect on children's PBQ total and sub dimension scores.

Table 7 presents ANOVA analyses results regarding order of birth's effect on children's behavioral problems.

Table 7. Children's order of birth's effect on children's Preschool Behavior Questionnaire scores

		Sum of squares	D f	Mean square	F	p	Significant difference
Aggressiveness	Between groups	20,252	2	10,126	2,478	,094	-
	Within group	200,247	49	4,087			
	Total	220,499	51				
Anxious- Weepy	Between groups	,756	2	,378	,229	,796	-
	Within group	80,950	49	1,652			
	Total	81,706	51				
Inattentive- hyperactive	Between groups	4,860	2	2,430	1,409	,254	-
	Within group	84,501	49	1,725			
	Total	89,361	51				
Total	Between groups	47,654	2	23,827	3,087	,055	Oldest and youngest child
	Within group	378,263	49	7,720			
	Total	425,917	51				

It is seen that children's order of birth had a significant effect on PBQ total scores ($F_{(2, 49)}=3,087$ $p<.05$). LSD test result were examined to see in which group there was a significant difference. According to the results, children who is the eldest child in the family had higher scores ($\bar{x}=4,67$) than children who is the youngest child in the family ($\bar{x}=2,64$).

Table 8 presents ANOVA analyses results regarding family incomes' effect on children's behavioral problems.

Table 8. Family incomes' effect on children's Preschool Behavior Questionnaire scores

		Sum squares	of	df	Mean square	F	p
Aggressiveness	Between groups	19,479		6	3,247	,716	,639
	Within group	185,910		41	4,534		
	Total	205,389		47			
Anxious- Weepy	Between groups	6,106		6	1,018	,610	,721
	Within group	68,356		41	1,667		
	Total	74,461		47			
Inattentive- hyperactive	Between groups	8,358		6	1,393	,762	,604
	Within group	74,973		41	1,829		
	Total	83,331		47			
Total	Between groups	32,117		6	5,353	,626	,709
	Within group	350,756		41	8,555		
	Total	382,873		47			

According to Table 8, it can be said that family income had no significant effect on children's PBQ total and sub dimension scores.

Table 9 shows t Test results regarding teachers' professional experience effect on children's behavioral problems.

Table 9. Teachers' experience effect on children's Preschool Behavior Questionnaire scores

	Experience	N	Mean	Standard deviation	t	p
Aggressiveness	0-10 years	29	1,15	1,430	-1,240	,221
	10 year and more	20	1,80	2,238		
Anxious- Weepy	0-10 years	29	1,09	1,067	-,296	,769
	10 year and more	20	1,20	1,576		
Inattentive- hyperactive	0-10 years	29	1,29	1,531	,856	,397
	10 year and more	20	,95	1,050		
Total	0-10 years	29	3,53	2,813	-,544	,589
	10 year and more	20	3,95	2,460		

According to Table 9, it can be said that teachers' experience had no significant effect on children's PBQ total and sub dimension scores.

The data which was obtained from teachers according to their attendance of professional development courses such as; "social skills" and "preventing behavioral problems" didn't show any variance. So, it couldn't be analyzed. According to this data, it is seen that most of the teachers (%86) hadn't attended any pd course regarding social skills or preventing behavioral problems (%90) so far.

Findings regarding the relationship between children's behavioral problems and teacher child relationship.

Table 10 shows the correlation analyses results of children's behavioral problems and the teacher child relationship.

Table 10. Correlation among children's PBQ and Student Teacher Relationship Scale scores

PBQ	Conflict	Closeness	Dependency	STRS Total
Aggressiveness	,376**	-,134	-,009	,125
Anxious- Weepy	-,085	-,167	,016	-,139
Inattentive-hyperactive	,281*	,046	-,072	,153
Total	,362**	-,148	-,032	,099

** p<.01 * p<.05

Table 10 shows that there is a significant and positive relationship between children's Conflict scores and Aggressiveness ($r=.376$, $p<.01$), Inattentive-hyperactive ($r=.281$, $p<.05$) sub dimensions' and total scores ($r=.362$, $p<.01$). According to these results, it can be said that if the conflict between teacher and child increases, the behavioral problems regarding aggressiveness and Inattentive-hyperactive will also increase.

Table 11 shows the correlation analyses results of children's behavioral problems and social skills.

Table 11. Correlation among children's PBQ and Preschool Social Skills Assessment Scale scores

PBQ	Initial	Friendship	Academic support	Emotional control	PSSAS total
Aggressiveness	-,202	-,378**	-,318*	-,559**	-,397**
Anxious- Weepy	-,279*	-,132	-,331*	,003	-,213
Inattentive-hyperactive	-,216	-,356**	-,368**	-,397**	-,368**
Total	-,366**	-,493**	-,542**	-,582**	-,548**

** p<.01, * p<.05

According to Table 11, children's PBQ total ($r= -,366$, $p<.01$) and anxious- weepy sub dimension ($r= -,279$, $p<.05$) scores have a significant and negative relationship with children's initial skills sub dimension scores. In this case, it can be said that if children's initial skills regarding social skills are developed, then total behavioral problems and anxious weepy problems will decrease.

Children's friendship sub dimension scores have a significant and negative relationship with aggressiveness ($r= -,378$, $p<.01$), Inattentive-hyperactive sub dimensions ($r= -,356$, $p<.01$) and PBQ total scores ($r= -,493$, $p<.01$). According to these results, it can be said that if children's friendship skills are developed, then children's total behavioral problems, aggressiveness and inattentive-hyperactive scores will decrease.

There is a significant and negative relationship between children's academic support skills and PBQ total and sub dimension scores ($r= -,318$; $r= -,331$ $p<.05$; $r= -,368$; $r= -,542$ $p<.01$). This

results show that if children's academic support skills are developed, then behavioral problems will decrease.

Children's emotional control sub dimension scores have a significant and negative relationship with aggressiveness ($r=-.559$ $p<.01$), Inattentive-hyperactive ($r=-.397$ $p<.01$) and PBQ total scores ($r=-.582$ $p<.01$). According to these results, it can be said that if children's emotional control scores are developed, then total behavioral problems and problems regarding aggressiveness and inattentive-hyperactive scores will decrease.

Children's PSSAS scores have a significant and negative relationship with aggressiveness ($r=-.397$ $p<.01$), Inattentive-hyperactive ($r=-.368$ $p<.01$) and PBQ total scores ($r=-.548$ $p<.01$). According to these results, it can be said that if children's social skills are developed, then total behavioral problems and problems regarding aggressiveness and Inattentive-hyperactive scores will decrease.

Regression analyses were done to examine the predictive power of both STRS and PSSAS scores on explaining children's behavior problems. Because only conflict sub dimension of STRS had a significant correlation with behavior problems, this sub dimension's scores were used in regression analyses. Table 12 shows whether teacher child conflict and social skills are together a significant predictor of children's behavior problems or not.

Table 12. Standard multiple linear regression analyses results regarding predictive power on behavior problems.

Model	B	Standard Error	Beta	T	p
Constant	8,658	1,877		4,614	,000
Conflict	,109	,043	,284	2,522	,015
Social skills	-,037	,008	-,504	-4,468	,000

According to the analyses results, it is presented that teacher child conflict and social skills have a significant and medium relationship with children's behavior problems ($R=.61$, R square=.37, $p<.01$). Table 12 shows that teacher child conflict and social skills together explain %37 of total variance in children's behavior problems. Standardized beta coefficient and t values were examined, it can be said that in order of comparative significance level social skills and teacher child conflict are significant predictors of children's behavior problems.

Discussion and Results

When the findings of the current study looking at the behavioral problems of the children aged at 36-48 months old in relation to their social skills and relationships they establish with their teachers were examined, it was found that the children's scores obtained for their behavioral problems are considerably low. Thus, it can be maintained that the children's behavioral problems related to being anxious-weepy, hyperactive-inattentive and aggressiveness are at the low level. It is believed that the reason for the low level of behavioral problems among the children is their small age. Similarly, Kanlıkılıçer (2005) conducted a study on 654 pre-school children and found that the mean score for the behavioral problems of the children aged at 3 years old is lower than that of the children aged at 6 years old. Ertürk Kara and Gürgen (2016) also reported that the behavioral problems of the children aged at 60-72 months old related to being anxious-weepy are more than those of the children aged at 48-60 months old.

The findings also revealed that the boys' behavioral problems related to being hyperactive and inattentive are more than those of girls. This might be because the different attitudes taken in our culture towards the upbringing of boys and girls in that negative behaviors of boys are tolerated more

and girls are encouraged to be quieter. According to Özbeý (2010), mother and father attitudes, parents' way of communicating with the child and different behavioral patterns adopted depending on gender and cultural features affecting parents might determine the seriousness of the behavioral problems of children. This is also supported by the findings reported by Gözübüyük (2015). He found a positive correlation between the attitude towards child rearing and behavioral problems/teacher and mother evaluation. He also found that boys' social competence and adaptation levels are lower than those of girls. Kanlıkılıçer (2005) also reported that the boys' behavioral problems related to being aggressive and hyperactive-inattentive are more than those of girls. Güven (2013) also found that mothers and teachers are of the opinion that boys have more behavioral problems than girls.

When the findings related to the effect of the mother and father's education status on children's behavioral problems were examined, it was found that with decreasing level of education, behavioral problems related to aggressiveness increase. This might be because parents with high level of education behave more consciously about the development and education of their children and keep them away from violent games, TV programs, toys etc. Özbeý and Alisanoğlu (2009) also found that the children whose parents' education level is high exhibit fewer problematic behaviors in the sub-dimension of introversion. Another reason might be the positive relationships established by parents with children. Şanlı (2007) emphasized that mothers with low level education display more protective and strict discipline-based attitudes. Such attitudes might cause children to experience behavioral problems (Gözübüyük, 2015; Dursun, 2010; Pettit and Dodge, 2002; Kılıç, Kumandaş and Çalık Var, 2016). Findings related to the effect of the number of siblings, family income and professional experience of the teacher on the behavioral problems of children revealed no significant effect. Alisinanoğlu and Kesicioğlu (2010) and Kanlıkılıçer (2005) also found no significant correlation between these variables and behavioral problems of children.

Birth order, which is one of the other examined variable in this study, was found to have a significant effect on behavioral problems. Research has shown that behavioral problems of the eldest child are more than those of the youngest child. This might be because with the participation of new children to the family, first children might feel lack of interest and jealous of their younger siblings. When the state of the teachers' participating in social skills development and problematic behavior prevention trainings was examined, it was found that high majority of them did not participate. The professional development of teachers is believed to be of great importance in terms of enhancing the learning environment. The findings reported by Hamre et al. (2012) indicated significant differences in the knowledge and skill levels of the students taught by teachers who professionally developed themselves compared to students taught by teachers who did not. Similarly, Ertürk Kara and Gürgen (2016) found that children in the classes of pre-school teachers who had participated in social skills development and problematic behavior prevention trainings exhibited fewer behavioral problems related to being anxious-weepy than children in the classes of teachers who had not participated in such trainings.

In the current study, it was found that there is a significant correlation between behavioral problems and teacher-student relationship. In this connection, it was revealed that with increasing level of conflict between children and their teachers, the children's behavioral problems related to aggressiveness and hyperactivity-inattentiveness also increase. This might be because of the age group of the participating children of the current study as it is reported in the literature that the period of 36-48 months is the period in which "obstinacy" behavior is most frequently exhibited by children (BRAM, 2004; cited in Taner Derman and Başal, 2013). Parallel to this finding, Yüksek Usta (2014) reported that with increasing level of conflict in the relationships between children and their teachers, their problems related to being introvert and extravert increase. This finding is thought to be highly important in terms of showing that the quality of the relationship between the child and the teacher

is directly influential on the child's behaviors. Hamre and Pianta (2005); in their study conducted on 6 years old children, revealed that when children receive more emotional support from their teachers (teachers' creating a warmer atmosphere, strengthening the emotional bonds among children, calling children with their names; knowing the details about children's lives outside the school, giving attention to each child and providing opportunities for children to express themselves freely and to work independently), considerable decrease occurs in conflicts they experience with their teachers.

Strong correlations were found between the children's behavioral problems and social skills. For instance; when the children's initial skills (greeting, introducing oneself, thanking etc.) increase, their behavioral problems related to being anxious-weepy and behavioral problems total score decrease. It was also determined that with the children's increasing friendship skills, their behavioral problems related to being aggressive and hyperactive and behavioral problems total score decrease. Moreover, it was found that with increasing academic support skills, their behavioral problem total score decreases. When the children's emotion control skills increase, their behavioral problems related to being aggressive and hyperactive-inattentive and behavioral problems total score decrease. These findings concur with the findings reported by Kanlıkılıçer (2005), who found that the children with inadequate social skills experience more behavioral problems related to being anxious-weepy, aggressive and hyperactive-inattentive. Gültekin Akduman, Günindi and Türkoğlu (2015) also stated that with increasing level of social skills, children tend to experience fewer behavioral problems. Similarly, Yıldırım and Karaman (2016) presented that children's interpersonal social skills are significantly related with their anger control ability. Özdemir Toplaoğlu (2013) pointed out that an activity-based social skill program is effective in reducing children's aggressiveness against their peers and hyperactivity.

As a result of the research, it was found that the social skills and the conflict sub-dimension of teacher-child relationship together are an important predictor of behavioral problems. This finding is thought to offer guidance in the elimination of children's behavioral problems in that this finding can be seen as a proof that when adults establish positive and trust-based relationships with children avoiding conflicts and struggles with them (Howes and Ritchie, 1999) and provide opportunities for children to develop their social skills, children's behavioral problems will decrease. Detection of the factors affecting behavioral problems is believed to be important in terms of preventing behavioral problems before they occur or intervening with them when they occur.

In the current study, the primary focus was on the effect of the factors related to the child, family and teacher and the relationship between these factors and social skills and teacher-child relationship. In light of the findings of the study, it can be suggested that teachers should participate in professional development trainings and conferences, learn about related issues via printed and visual resources and work in cooperation with the field experts in universities they graduated from so that they can be more successful in preventing conflicts in the class and fostering social skills of children.

REFERENCES

- Abalı, O. , Onur, M., Gürkan, K. , Çelik, Ö. & Tüzün, Ü. D. (2006). İlköğretim çağında çocukların davranış bozukluğu semptomlarının sosyodemografik verilere göre değerlendirilmesi. *Düşün Adam Dergisi*. 19(1), 14- 19.
- Alisinanoğlu, F. & Kesicioğlu,O. (2010). Okul öncesi dönem çocukların davranış sorunlarının çeşitli değişkenler açısından incelenmesi (Giresun ili örneği). *Kuramsal Eğitimbilim Dergisi*, 3 (1), 93-110.

- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö., Karadeniz, Ş. & Demirel, F. (2008). *Bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi.
- Campbell, S. B. (1997) Behavior problems in preschool children: Developmental and family issues. *Advances in Clinical Child Psychology* 19, 1–26.
- Diener, L.M., & Kim, D. (2003) Maternal and child predictors of preschool children's social competence. *Journal of Applied Developmental Psychology*, 25(1), 3-24.
- DiLalla, L.F., Marcus, L.J. & Wright-Phillips M. (2004). Longitudinal effects of preschool behavioral styles on early adolescent school performance. *Journal of School Psychology*, 42 (5), 385-401.
- Dursun, A. (2010). *Okul öncesi dönemdeki çocukların davranış problemleriyle anne-baba tutumları arasındaki ilişkinin incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir.
- Ertürk Kara, H.G. & Gürgen, F. (2016). 48-72 aylık çocukların davranış sorunlarının çeşitli değişkenler açısından incelenmesi. *International Journal of Social Sciences and Education Research*, 2(4), 1494-1505.
- Gözbüyük, N. (2015). *Okul öncesi dönemde çocukların davranış sorunlarının anne-baba tutumu ve öz-kontrol ile ilişkisinin incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Adnan Menderes Üniversitesi, Sosyal Bilimler Enstitüsü, Aydın.
- Gültekin Akduman, G., Günindi, Y. & Türkoğlu, D. (2015). Okul öncesi dönemde çocukların sosyal beceri düzeyleri ile davranış problemleri arasındaki ilişkinin incelenmesi. *Uluslararası Sosyal Araştırmalar Dergisi*, 8 (37), 673-683.
- Güven, E. (2013). *Çocuğun davranış sorunları ile algıladığı anne baba çatışması arasındaki ilişkiler: duygusal yolların aracı rolü*. Yayınlanmamış Yüksek Lisans Tezi. Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Halpern, L. F. (2004) The relations of coping and family environment to preschoolers' problem behavior. *Journal of Applied Developmental Psychology*, 25(4), 399-421.
- Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first grade classroom make a difference for children at risk of school failure? *Child Development*, 76, 949–967
- Hamre, B., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade, *Child Development*, 72 (2), 625–638.
- Hamre, B., Pianta, R., Burchinal, M., LoCasale-Crouch, J., Downer, J., Howes, C., LaParo, K. & Scott-Little, C. (2012). A course on effective teacher-child interactions: Effect on teacher beliefs, knowledge, and observed practice. *American Educational Research Journal*. 49 (1), 88–123
- Hassoy, P. & Çakıcı, M. (2012). Çocuklarda görülen davranış bozuklukları ile ilgili ailelerin bilgi ve tutumları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, Özel Sayı* (2), 1-14.
- Howes, C. & Ritchie, S. (1999). Attachment organizations in children with difficult life circumstances. *Development and Psychopathology*, 11, 251 – 268.
- Kanlıkılıçer, P. (2005). *Okul öncesi davranış sorunları tarama ölçeği: geçerlilik güvenilirlik çalışması*. Yayınlanmamış Yüksek Lisans Tezi. Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü, İstanbul.

- Kılıç, Ş. (2015). *Okul öncesi dönemde öğretmen çocuk iletişimi*. Avcı, N., Toran, M. (Eds.), Okul Öncesi Eğitime Giriş (3. Baskı) içinde, 211-224. Ankara: Eğiten Kitap Yayıncılık.
- Kılıç, B. & Şener, Ş. (2005). Dikkat eksikliği hiperaktivite bozukluğu olan çocukların karşı olma-karşı gelme bozukluğu/davranış bozukluğu eş hastalanımında aile işlevleri ve psikososyal değişkenlerin karşılaştırılması. *Türk Psikiyatri Dergisi*, 16(1), 21-28.
- Kılıç, Ş., Kumandaş H. & Çalık Var E. (2016). Anne baba disiplin yöntemlerinin okul öncesi dönemdeki çocukların sosyal yetkinlik düzeyine etkisi. *International Journal of Human Sciences*, 13 (1), 466-478.
- Kızıldağ, Ö. & Şendil, G. (2006). Evlilik çatışması ve çocuk davranış problemleri arasındaki ilişkinin bilişsel-bağlamsal çerçeve açısından incelenmesi, *Psikoloji Çalışmaları*, 26, 1-20.
- Kochanska, G. (1997). Multiple pathways to conscience for children with different temperaments: from toddlerhood to age 5. *Developmental Psychology*, 33, 228- 240.
- Mashburn, A., & Pianta, R. (2010). *Opportunity in early education: Improving teacher-child interactions and child outcomes*. In A. Reynolds, A. Rolnick, M. Englund, & J. Temple (Eds.), *Childhood Programs and Practices in the First Decade of Life: A Human Capital Integration* (pp. 243 - 265): New York, NY: Cambridge University Press.
- Milli Eğitim Bakanlığı (2013). *Okul Öncesi Eğitimi Program Kitabı*. Ankara: Milli Eğitim Bakanlığı Yayıncıları.
- Mertler, C. A., & Vannatta, R. A. (2005). *Advanced and multivariate statistical methods: Practical application and interpretation* (third edition). United States: Pyrczak Publishing.
- Ömeroğlu, E., Büyüköztürk, Ş., Aydoğan, Y., Çakan, M., Kılıç Çakmak, E., Özürek, A., Gültekin Akduman, G., Günundi, Y., Kutlu, Ö., Çoban, A., Yurt, Ö., Koğar, H. & Karayol, S. (2014). Okul öncesi sosyal beceri değerlendirme ölçeği öğretmen formunun geliştirilmesi: geçerlik ve güvenilirlik analizleri. *Eğitim ve Toplum*, 3(8), 37-46.
- Özbey, S. & Alisinanoğlu, F. (2009). Okul öncesi eğitim kurumuna devam eden 60-72 aylık çocukların problem davranışlarının bazı değişkenlere göre incelenmesi. *Uluslararası Sosyal Araştırmalar Dergisi*, 2 (6), 493-517.
- Özbey, S. (2010). Okul öncesi çocuklarda uyum ve davranış problemleriyle başa çıkmada ailenin rolü. *Aile ve Toplum Dergisi* 6(21): 9-18.
- Özdemir Toplaoglu, N. (2013). *Etkinlik temelli sosyal beceri eğitiminin çocukların akran ilişkilerine etkisi*. Yayınlanmamış Doktora Tezi. Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü, Konya.
- Pettit, G.S. & Dodge, K.A. (2002). Family adversity, positive peer relationships and children's externalizing behavior: A longitudinal perspective on risk and resilience. *Child Development*.
- Smith-Donald, R., Raver, C.C., Hayes, T. & Richardson, B. (2007). Preliminary construct and concurrent validity of the Preschool Self-regulation Assessment (PSRA) for field-based research. *Early Childhood Research Quarterly*, 22, 173-187.
- Stuhlman, M. W. & Pianta, R. C. (2002). Teachers' narratives about their relationships with children: Associations with behaviour in classrooms, *School Psychology Review*, 31, 148-163.
- Şahin, D. (2014). Öğrenci-öğretmen ilişki ölçüğünün Türkçeye uyarlanması. *Educational Sciences and Practice*, 13 (25), 87-102.

-
- Şanlı, D. (2007) *Annelerin çocuk yetiştirmeye tutumlarını etkileyen etmenlerin incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Dokuz Eylül Üniversitesi, Sağlık Bilimleri Enstitüsü, İzmir.
- Taner Derman, M. & Başal, H A. (2013). Okulöncesi çocukların gözlenen davranış problemleri ile ailelerinin anne-baba tutumları arasındaki ilişki. *Amasya Üniversitesi Eğitim Fakültesi Dergisi* 2(1), 115-144.
- Vanderbleek L. (2004). Engaging families in school-based mental health treatment. *Journal of Mental Health Counseling*, 26 (3), 211-224.
- Weiss, E.M., Maciolek,L.C. & Reio, T.G. (2001) The prevalence of anxiety and prosocial behaviors in child- centered and basic skills classrooms. Overhead project, Johns Hopkins University.
- Yıldırım, G. & Karaman, N. N. (2016). Analyzing of the relationship between social skills and social emotional adjustment in preschool children. *International Periodical for the Languages, Literature and History of Turkish or Turkic*, 11(9), 965-978. DOI Number: <http://dx.doi.org/10.7827/TurkishStudies.9760> ISSN: 1308-2140, ANKARA-TURKEY
- Yüksek Usta, S. (2014). *Okul öncesi dönemde çocukların davranış problemlerinin anne-çocuk ve öğretmen çocuk ilişkileri açısından incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Hacettepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.